

ARGO

Latin School in Transition

For over three hundred years Boston Latin School has maintained an educational philosophy based on classical and bourgeois ideals. Those closely associated with the school defended this traditionalism with tenacity that often approached pious zeal. They would boast of distinguished graduates and dropouts, of remarkable headmasters and endearing, eccentric teachers. They would pride in the school's long history, in its severe discipline, and ambitious standards of achievement; in its Graeco-Roman and English public school heritage. Certainly Latin school does have an history and aura of excellence.

Dramatic or fundamental change was to Latin an anathema. Therefore compromise has come to be the school's salvation. Latin school, in order to remain a viable institution, has conceded to the fantastic transformation of American society since the 1890's. Since that era, various administrations have added an extensive science tract to the curriculum, have liberalized

language requirements and introduced such relatively modern teaching methods as the language laboratory, the Dewey systems and so forth. This trend toward utilitarian and more progressive education has advanced rapidly during Dr. O'Leary's tenure as headmaster. The biology, advanced placement, and art programs have been expanded. Typing and computer courses were initiated last year. Many other developments at the school occurred in spite of the doctor's vehement opposition. The school became coeducational: the dress code was abandoned.

Flexible Campus evolved, slowly, from a cause celebre of disenchanted students to its present format. Another notable occurrence, which has yet to inspire and some may argue, justify, much enthusiasm among students and faculty was the revival of the Argo.

Many teachers and administrators Mr. Locke, Mr. Jameson (distinguished and much admired but not yet venerable), Mr. Doherty, Mr. Van Steenburg and assistant Headmaster Devore,

for example, have left the school in recent years. The places left by those teachers have been filled by men, as well as women, with different, although not necessarily wider, perspective. They participated in the trauma, frenzy and passionate national reevaluation of the sixties, away from the school. The events of the last decade had a profound effect on American values, mores, on nearly every aspect of society. The younger generation of teachers have brought some of these new attitudes and social changes to Latin School. As a result, the protocol between student and teacher is less formal, more natural. Students are no longer required to stand when addressing a teacher. The word "Sir" carries less significance than before; it is an expedient, a polite form quicker and easier than a full name. "Sir" still connotes respect, but only so much as the student feels to the man he is addressing. In short, the school has become less regimented, more tolerant and contemporary.

Yet how well can Latin School adapt to the demands of modern



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High Cost of Graduating

By Mike Lembo

Not very many people realize how expensive it is to graduate from high school and prepare for entering college. The average senior will spend between \$350 to \$800 from September to June. For example, the prom, one of the most expensive items during the senior year, will cost \$30 for tickets, \$35 for a tux, \$8 for a corsage, and \$20-\$30 for miscellaneous expenses (gas, dinner afterwards, aspirin, etc.) for the night.

Other expenses include: the yearbook - \$12, loyalty fund - \$6, class dues - \$5, PCS sent to three colleges - \$12, college applications - \$60, SAT's and Achievements - \$18; and yearbook pictures from Purdy's (avg.) - \$30. Once you have decided on a college they require a \$50-\$100 deposit, also club dues and fees for pictures \$10-\$15, if you go to a few of our school's big social events (Victory Dance, Midwinter) - \$10 for tickets and \$10 for miscellaneous expenses. If you take AP's - at the end of the year it will cost \$27 for each AP test. Then, if you wish (and still have some money), the Class Trip, which is \$300 plus about \$100 spending money.

The outlook for future classes is very grim. In a year or two, it may well cost a senior over \$1,000 to get out of this venerable institution.

Latin vs. English

Closing out a successful rebuilding season, the B.L.S. Wolfpack defeated English for the seventh consecutive time, 35-8.

The Blue actually entered the traditional game with a better won-lost record than the Pack. However, English's victories came against undistinguished opponents while the Wolves played well but lost to powerhouses like B.C. High (14-6), Newton (13-6), and Medford (12-0). Nonetheless, the Blue's record stood a 3-4-0 in comparison to the Pack's 3-5-0. Needless to say, a loss to our Tower neighbors would have been disastrous.

In the early-going, the game looked like a replay of last year's 40-0 romp, with English having difficulty holding on to the ball and the Wolfpack taking full advantage. The combination of quarterback Pat Daly and slotback Steve Mahoney clicked on a 9 yard pass-play for the first Latin score. John Morelli's boot gave the Wolves a 7-0 lead. Only moments later, Daly once again found Mahoney, this time amidst two defenders at the English one-yard line. From there, Frank DeLuca, the Pack's leading scorer, carried the ball over for the touchdown. With the perfect Morelli kick, the score stood at 14-0.



The Argo congratulates center Mike MacAllister on his selection as All-Scholastic Honorable Mention in the Boston Globe.

Also, congratulations to All-City selections running back Earl McCreary, slotback Steve Mahoney, offensive tackle Bruce McKinnon, defensive tackle Fred Rihbany, linebacker John MacDonald, and defensive back Tim Fitzgerald.

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What For?

Large doors have been erected in the corridors. Those doors have no esthetic value but merely create a dismal atmosphere. The function of these bulky unwarranted doors is allegedly to protect against smoke in the event of a fire. A thought—are these doors intended to keep the students in or the smoke out . . .

we have witnessed an unfortunate decline in the thanksgiving day game. What was once the nation's most prestigious high school has slowly deteriorated into an embarrassingly one sided contest.

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Editorials

Look Ahead

Although many students realize that they will enter college at some time or another, very few students adequately prepare themselves to meet the college requirements. Most students are not aware of what colleges desire of their applicants. Many students are under the impression that since they are Latin School scholars they can get into any college regardless of their rank or academic achievements. This is not true.

A student at Boston Latin does not receive any special consideration just because he attends Boston Latin School. The student must prove himself worthy to qualify for a college. One's attendance at Boston Latin School is not enough, one must obtain a good class rank, high Board scores and become involved in some extra-curricular activities which will contribute substantially to one's own development. Students in the lower classes should become more aware of their goals and try to achieve them.

Although Latin School tries to prepare one to do anything he (or she) desires, the students must work to obtain what they want. Colleges are looking for certain individuals who will become successful and be a credit to their colleges. If you are interested in a college then try to become that individual which the college seeks. Remember Latin School can prepare one for college and college life. Take advantage of that opportunity.

by Mike Thomas

No more smoking

By Leo Vannoni

Millions of people like to smoke. High school students are also included in this group. But in school smoking is strictly forbidden, or is it? For the student it is a mad game of hide and seek with school officials to try and find a safe place for a few moments of enjoyment. Evidence of this fact is visible in the school lavatories where you will find half-smoked and sometimes whole cigarettes disposed by students on the verge of capture. However, the no smoking rule did not apply to all the people in the school.

Teachers were not forbidden from smoking. This could be proven by peeking into a teachers' room and comparing the atmosphere to that of Los Angeles when a killer smog sets in. Custodians could be seen puffing away while they performed their duties. The Argo consulted the Boston Fire Department on this matter and they set the record straight. "Smoking in a public building by anyone is strictly forbidden by City Ordinance and Fire Department regulations."

Our teachers therefore were breaking the law. But just as this inquiry was taking place, a startling announcement was made. A teacher in the school had written to the Fire Commissioner and informed him of the smoking. The Commissioner informed the Headmaster who announced that he was "shocked" at the news and forbade *any* further smoking. This smoking has been going on for a long time. Students complained about it when they were disciplined for smoking and the teachers weren't. And it takes a teacher to finally have some action taken.

However with this new directive comes an interesting problem — enforcement. For students it is quite simple. They are easily censured or suspended. But what about teachers? What do you do if a teacher is caught smoking? Suspend him? It is quite a dilemma. Perhaps the teachers' contract has a smoking clause in it. If so, all that remains is a legal battle over which document is supreme: the City Ordinance or the Teachers Contract.

This new directive should be enforced to the utmost. This will require a bit of restraint on the part of the smoking portion of the faculty. They should set an example for their students to follow. This would have a great effect since many students smoke in school because they see the teachers smoking. After all, "all men are created equal" and should be treated equally under the law. If this problem can not be solved intelligently then all that remains are the moronic solutions of suspending teachers or stocking the school's lavs with ashtrays.

Letters to the Editor

To the Editor:

After reading the generally worthless material in November's Argo, I found cause for indignation. I thought that with all the intelligence and energy that the students of Latin possess, they could direct those qualities into their main channels of expression.

The few meager articles had the same faults in common: 1) The subject material was either trite, already known, or juvenile... The same petty arguments over things like smoking lounges and discipline; the attempt at humor turned sour also. 2) The material was presented in a juvenile manner — reading it, I felt demeaned. The writers seem to think they're talking to especially slow pre-schoolers. There were ludicrous errors in grammatical structure and spelling. 3) Finally, the paper was inadequate. Only a few areas of our expansive school life were presented.

Worthy matters were lightly treated. It seems the only area about which someone really had something to say was sports. Football and soccer were well presented. However, inadequacy occurs again. Extensive coverage was given to the records of these two ball teams while nothing appeared to tell of our widely victorious cross-country team. Our paper considered only a mediocre football team and a losing soccer team, and nothing was supplemented in this issue to possibly inspire spirit for the upcoming basketball, hockey, swimming and indoor track seasons. There are a growing number of clubs in the school. It would be refreshing to hear of events going on with the Key Club, Asian Cultures Club, G.A.P., and many others.

Students, this is your paper. Don't let anyone else speak for you. Stand up and let yourself be known and do it with taste. There's a great number of activities and clubs going on in our school. Why let attention be brought only to a few? Through this newspaper you have a chance to say something, if it's worthy. Take advantage of it. We students gripe about the incompetence of this school in dealing with what's really going on around us, but, with our apathy, we contribute to the school's ignorance by letting the Argo go to waste. We should start getting it on. The present condition of the Argo is pathetic, to say the least. I am insulted that it stands representative of the student body. The school rag is potentially the most powerful, yet pleasing vent of student opinion. Let's revive spirit in this school by realizing our communicative powers. This paper is the prime asset. Support it.

Neil Foley, 124

To the Editor:

Each year as one enters Class IV you must choose between two Modern Languages: French or German. But, it seems to me that something is missing and that something is SPANISH. More and more each day it becomes increasingly evident that in certain fields the knowledge of at least some Spanish is essential. For policemen and firemen stationed in predominantly Spanish-speaking areas, some knowledge of Spanish is a very necessary requirement. A case in point would be the tragic fire recently in Los Angeles, where the firemen found it difficult to communicate with the Mexican-Americans living there because of the language barrier. This lack of understanding resulted in panic and death. In other important jobs such as doctors, civil servants, and the like, knowing Spanish is also useful. And it should be pointed out that as foreign affairs change, American businessmen will be dealing more and more with the countries of South America, a continent united under one major language, SPANISH.

With all these instances and more showing the value of Spanish as a language, I feel it is strange that Boston Latin students, the so-called "leaders of the future" who will go on in life in these important jobs, do not have the opportunity to learn this language.

Chris Kenneally '77

Dear Editor:

Congrats to Weymouth So.'s great two-way tackle John Morelli who booted two fgs to boost W.S. over Boston Latin... Also kudos go out to Tim Felder... Dr. McNamara is now teaching an elective course, "Sign Language Made Easy" ... I've been told by Merrie Murray Vetstein that beef prices will never be as high as the time the cow jumped over the moon... After that, Murray, take the rest of the week off... Don't you think that BLS should build a shelter on Palace Road to accommodate smokers anon. before school... Can you tell me what it is about "Shaft" that makes people strip to the waist at the Latin-English game? ... I've seen better bodies on old Chevys... The annual "Lee Harvey Oswald Memorial Trophy" goes this year to Richard Milhouse (rhymes with whitehouse and outhouse) for his brilliant production of the "Watergate Connection," an undying effort to assassinate good, "clean" politics... Say Goodnight, Dick... National Weather Bureau's report for the 131 lav: increasing cloudiness followed by low land fog.

... See you neither here nor there... Mike DiCarlo

Mr. Johnson : An Interview

Mr. Kenneth A. Johnson, head of the History Department, recently reluctantly agreed to an interview with the Argo. Johnson graduated from Newton High, earned his Bachelor's degree at Colby, his Master's at Harvard, and was awarded an Honorary Master's by Colby. He has attended the University of Minnesota, received a John Hay Fellowship at Oregon, and a Fulbright from the University of Nigeria. Mr. Johnson has been known to terrorize his students with incarceration, subinfeudation and defenestration. Among his deadly weapons are The Kiss of Death and JuJu, an ebony cane with a shrunken head handle. (The head is ebony. It isn't a shrunken head.)

ARGO: You've done a lot of traveling, how would you compare the standard of living in our country with those you have visited?

Mr. J.: Our's is much higher. I've seen cases in our country of extreme wealth and poverty, but the standards are much higher here.

ARGO: Tell us about your trip to Russia.

Mr. J.: I attended the Thirteenth Congress of Historical Sciences in Moscow. From there I flew east to Asiatic Russia.

ARGO: Did you have any trouble with a visa or finances?

Mr. J.: No, they even took my check for the fees. I didn't have any more trouble than I would have in Boston.

ARGO: Having been a member of the Advanced Placement Testing Board, what can you tell us about the next Modern European History exam?

Mr. J.: First of all, I'm no longer a member of the committee. The last exam I helped make out was given in June, 1972... I did help write the syllabus. This syllabus will stay the same until 1976. Among the aspects of the test are political, cultural, intercultural, international, economic and scientific. There is quite a liberal choice on essays.

ARGO: What was your particular contribution?

Mr. J.: There were six people on the committee and each of us contributed essay and objective questions. I leaned toward the cultural questions.

ARGO: How do you feel about Colby making you a Trustee?

Mr. J.: First of all let me say that it was the biggest thrill I've ever had.

ARGO: What is the job of the trustees at Colby?

Mr. J.: We are concerned with the status of the College, both in respect to students and faculty and in financial investments, fees and scholarships.

ARGO: Do you recommend Colby for Latin School graduates?

Mr. J.: I have done so, and will continue doing so. Of course, you understand that being a Colby graduate and trustee makes me prejudiced. They've done a lot for me and I'm grateful. Like many Latin School graduates I had

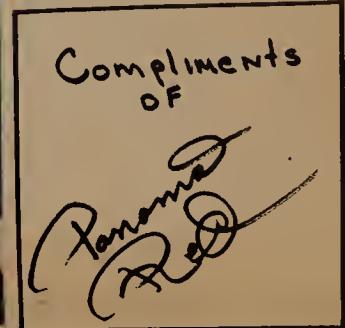


financial worries and as far as scholarships went, Colby was great. Besides it's such a warm place. I've known the president for 35 years. It's the type of place where students can talk with the faculty and even be invited to their houses. Since I left Colby, it has become three times as large; it's a new campus.

ARGO: How do you think co-education is working out at B.L.S.?

Mr. J.: Well, it's a little premature to judge. I don't know, for example, the proportion of boys to girls with respect to receiving honor grades. In five years it will be interesting data. I have seen more normal, friendly relationships - chatting in the corridors, sitting together in the cafeteria - than I noticed last year.

ARGO: Thank you, Mr. Johnson.



A.P. exams

By Laurence Young

Offered to seniors, and in some cases juniors, each year are advanced placement courses. These courses are an extension of "honors" courses in the lower classes. They are not the same as honors courses, though.

A student in one of these courses tends to do more work than in a regular course, but it tends to be more independent work.

However, the most striking difference is that a student can receive college credit for an A.P. course. How much credit, or placement, depends on the college. To establish a student's qualification for credit, an advanced placement test is taken in May. The College Entrance Examination Board (those wonderful people who bring you the S.A.T.'s) administer these tests. For a \$27 fee, the A.P. student is given a chance to spend two or three hours (depending on the test) taking one of these tests. The first part of the test, lasting an hour, is objective, multiple choice, computer-corrected, like the achievements. The second part of the test, giving A.P. tests their unusual character as well as their exorbitant price, is subjective, essay type questions. This part lasts either one or two hours, depending on the subject. The large fee results from the necessity of hiring a small army to correct the essay questions.

Sometime in July, the A.P. student receives his score. It is a number from one to five. Most colleges will grant credit for three or higher.

This year, advanced placement courses were offered to seniors in Latin, French, German, English, Music, U.S. History, European History, Calculus, Physics, Chemistry, and Biology, and to juniors in Latin and U.S. History.

Who is he?

This is the first in a series of informative reports on those famous men on the assembly hall wall.

HOOPER

William Hooper, an American Revolutionary leader, was born in Boston and educated at Harvard College. He attended Boston Latin School from 1749 to 1755. After practicing law at North Carolina, he was elected to the State Legislature in 1773. Soon after he was elected to the Continental Congress and held office until 1777 and then resigned. Among Hooper's accomplishments were his signing of the Declaration of Independence and his appointment as a federal judge to settle the territorial dispute between Massachusetts and New York.

By Mike DiCarlo

1. When was the present Latin School opened to its students?

- a) 1920
- b) 1880
- c) 1934
- d) 1922
- e) 1704

2. Which of the following did not graduate from Boston Latin School?

- a) John Hancock
- b) John Adams
- c) Joseph P. Kennedy
- d) Ralph Waldo Emerson
- e) John Cardinal Wright

3. Which club or organization has the largest membership?

- a) Chess Club
- b) Victory Club
- c) Yelmo Club
- d) Mountain Climbing Club
- e) Senior Band

4. How many students from Boston Latin have died from Senioritis?

- a) three
- b) 342
- c) four
- d) none
- e) insufficient evidence to prove

5. What is the inscription on the front of the school?

- a) Boston Latin School
- b) Latin High
- c) Public Latin School
- d) Boy's Latin
- e) Latin School

(a) answers to Dr. O's quiz on page 8

Dr. O's Quiz

Ratings

5 right - Advanced Placement

4-3 right - Not bad for using a

trot

2-1 right - Not doing your 3

hours homework

0 right - transfer across the

street

least as funny as the comic section of the Globe.

Stay tuned 'till next issue when that sensational new rock group "C.C. and the banana boat trio" (starring Leo and Mike) will make its Argo debut.

Latin vs. What?

continued from page 1

Latin now dominates virtually all aspects of the event. The pack has beaten the blue for the past seven years, the longest stretch of victories by one team since the

Semper Fidelis

By Murray Vetsstein

Autographed pictures of the two schools first met, eighty-seven senior class trip to the Pilgrim years ago. Theatre will be made available B.L.S. has also all but taken with every purchase of over the football program, in it's "Suspension," the official English had one-half a page to magazine of paranoid school Latin's fourteen. And while the officials,

After six years in Latin School, at Latin, English doesn't even I have just come to the sad have the cheerleaders to do realization that I want to be a cartwheels.

Thousands of Latin's students, last week's call in question parents and loyal alumni attend was: "Do you consider student the game; English can barely apathy a serious problem today?" muster a hundred rooters. Thus a Since we received no responses, once intense rivalry is now merely \$50 will be removed from the an opportunity for Latin students loyalty fund and donated to the to display their athletic abilities at committee for moronically the expense of our neighbors installing cigarette machines and across the road. ashtrees in the school laves.

Football is an exciting sport, Don't laugh so hard when I tell but when the outcome at a game you I'm going to Boston State is virtually assured, enthusiasm College, my friend is a cab driver wanes. Apparently English and Rhodes Scholar from Harvard supporters have conceded victory University.

That infamous section on the tire of this contest which is no bottom of the daily bulletin contest and one of the nation's entitled "disciplinary action" is at oldest rivalries shall vanish.

Cannabis Sativa

Everyone who believes that all "establishment" institutions generally tell the truth realizes the genuine dangers of pot-smoking.

Since 1930 the government, along with hundreds of concerned groups and individuals, has been waging an anti-grass campaign designed to stamp out marijuana use among Americans.

For 43 years the public has been told to abstain from the consumption of pot until "All the facts are in."

"After all," the government argues, "We've just begun our research of marijuana since it has been discovered only recently and as of yet we have no conclusive evidence on which to base any judgement."

Most of straight America (American society) adopted this official attitude; educators, clergypersons and parents maintain a wait and see viewpoint.

Both the feasibility of the government's suggestions and the validity of the statements themselves should be questioned.

As well as overestimating the nation's patience and willpower, it seems that the government's so-called facts are inaccurate and misleading.

Over the past 43 years the government has, in fact, spent long hours and millions of dollars on the investigation of this weed. They have also squandered additional millions of the tax-payers' money in a propaganda war vs. pot. In its foolish attempts to discourage cannabis use, the government only succeeded in creating some hilarious movies like "Reefer Madness," which now pulls in a full crowd at the Bijou when billed as a comedy. (Incidentally, government-produced "Reefer Madness" is now used to raise funds used in the movement to de-criminalize marijuana.)

Secondly, Cannabis sativa has been around since the Egyptians fashioned the first known papers out of papyrus. They, along with counterparts in Mexico, North and South America, and Asia used Cannabis for medicinal purposes, and, doubtlessly, they also enjoyed its pleasant mind-altering effects.

Notwithstanding their obvious disregard for the true facts concerning Cannabis, the government did conduct one study which, by some bureaucratic oversight, has not received its due attention.

In Jamaica a few years ago the Institute of Mental Health conducted an investigation of a small tribe of natives, who, following a centuries-old custom, have smoked the drug since early childhood. They appeared to be quite content, and although they did have trouble carrying out long-range plans, exhibited no adverse effects.**

So next time, when on the school bus or walking in the backdoor of the school you smell a rather fragrant odor of something burning, remember that it is nothing but a few of our fellow students practicing the religious rituals of the ancient Indians and of the new American Heads.

Since the founding of Boston Latin School 338 years ago, the administration has valiantly attempted to protect the student body from all the harmful ills which society may breed. Indeed, for many years any mother could feel secure if her son attended B.L.S. But within the past few years Boston Latin and her administration has come under attack by those unaware of the school's fine traditions and worthy goals. First, five years ago, civil libertarians cried out against the dress code, claiming it needless conformism. Much to the dismay of the school community, the dress code was abolished. Miraculously, the school survived. Several years later the same equalitarians rallied behind the banner of co-education. Although the very idea of frivolous females trodding the hallowed halls was outrageous to most, this, too, was passed. Again, on the strength of tradition and the will to persevere, BOSTON LATIN seems to have endured.

Now, however, the school faces perhaps the greatest threat thus far. Having withstood bluejeans and bras (undershirts?), what insidious force could possibly endanger B.L.S.? The answer, my friends, is the Evil Weed — Marijuana or "Pot." While the aforementioned evils were overt and easily compensated for, grass is most nefarious and difficult to defend against.

Already a few weak-willed people have succumbed to the lure of the joint. I'm sure that each student is aware of the heavy toking going on behind the school every morning. These so-called heads are coming into school "high," and when you're "high" you don't do schoolwork.

This menace threatens to do what the pseudo-liberals could not: destroy the school and all it stands for.

Action must be taken now!

MARIJUANA

(slang names)

"POT" "TEA" "GRASS"
"WEED" "SMOKE"
"MARY JANE" etc.



Any reference to faculty members or politicians is certainly not meant to be libelous—any similarity between characters portrayed in the Argo and any person living or dead is unfortunate.

The faculty and student body of Boston Latin are certainly well aware and perhaps weary of the controversies over marijuana use. Yet for all its divisive, even gruesome potential, the marijuana "problem" remains inescapably poignant. We, the Argo staff, are alarmed at the misconceptions about Cannabis and its use here at Latin School. In the interests of clearing up this confusion, we, in keeping with our tradition of honest iconoclasm, valid vituperation, and honest reporting, have compiled this report.



Identify this well-known graduate with the nickname L.S.D.



B.L.S. Grass

True Confessions

Dear Argo,

I've been there, I've done the whole trip from cutting classes to smoking in the lavs to that ultimate degradation, toking at Boston State. You may wonder how a member of the Latin School elite could fall so low, but the story gets worse: other kids have, are, and will do the same things; yes many, many, others are getting high from that hideous weed, marijuana. Why? Don't ask me why, I'm stoned, man....

(name withheld upon request)



In order to determine firsthand prevailing views about marijuana the Argo talked to several pupils who we feel are representative of student opinions at B.L.S.: C., a senior, J., a junior, and Z., a freshman.

Q. First of all, let me ask each of you about your experience with the drug marijuana. C.?

C. I did smoke for a short time about two years ago but I haven't done grass for some time.

J. I started smoking during the summer and I get high pretty regularly now.

Z. I don't smoke myself and I've never been close to the stuff. Some of my friends say they've tried it, but I don't believe them.

Q. C., when you smoked did you ever do it in or before school?

C. No, it was mostly for a lark on occasional weekends. After a while I lost interest and stopped.

Q. How do you think most seniors feel about pot?

C. I think for the most part, with a few small exceptions, the great majority of seniors feel that pot is kid's stuff; most seniors have already gone through their "experimental" stage and are now settling down to more mature pursuits.

Q. What's your own feeling about grass?

C. When I smoked it made me cough, so in a way I'm predisposed against it. While I myself enjoy reading modern poetry, I firmly believe in each person's right to get off as he or she may see fit. And as long as it doesn't bother anybody else I say — "Go ahead."

Q. Thank you C. Now J., you said that you smoked regularly. How often is that?

J. Well, I'd say I smoke between fifteen and forty joints (marijuana cigarettes) every week-and-a-half.

Q. Do you ever smoke before school?

J. Only when I have a test first or second period.

Q. Have you noticed any effect of pot-smoking on your grades?

J. To tell you the truth, if anything my marks have gotten a little better.

Q. What reactions to pot-smoking in general have you received from your teachers?

J. Some teachers like Mr. N. take a rather extreme position; they seem to think grass is a Communist plot. Most of the others have been pretty cool about it; it's even been rumored that some teachers have tried the weed. (Unfortunately, at this point J. was overcome by a fit of coughing so our talk had to be prematurely ended.)

Q. Now Z., what are your overall impressions of marijuana use at B.L.S.?

Z. Before today I didn't even know that the use of pot actually existed. I guess grass can't be such a problem if I haven't even noticed it around. I'm not sure if I would try grass myself but I really don't care if other kids smoke the stuff.

Q. Thank you one and all.

MIT studies program



Why is this man smiling? Is it his Tobacco?



PRIVATE



Who wants to go to school on Saturday? That's what 630 Greater Boston high school students (120 from BLS) do each Saturday at MIT. This is the Educational Studies Program, the main part of which is the High School Studies Program.

Whether this can rightly be called school is questionable. School conjures up impressions of rules, homework, teachers hounding after students for notes, but, above all, excessive, oppressive, mind-wasting boredom.

E.S.P. eliminates most of these undesirable factors by giving no credit for courses taken there. A student takes a course because he (or she) wants to, not because it is

required. Because there is no credit given, there are no tests given. Because there are no tests given, no one need fear ignorance of a certain point, or a failing mark, etc.

The courses are given in subjects the teachers want to teach. They range from science to history to literature to strategic games and hobbies. In each case, the teacher has ideas he (or she) wants to convey to an interested group.

The format of each course varies as the course, teacher, and students vary. Courses can be free-wheeling discussions or straight lectures or anything in between.

The organization of the program is carried on by the same type of spirited people who are teachers and students. No one in the program receives any salary. People are there because they want to be there.

Publicity for the program is done by people in the program. Representatives from various schools spread the word. BLS's reps are John Rodriguez, a junior, Bob Clear, Mike Digenio, and myself, all seniors. A representative is one who has been in the program, enjoys it, and wants to tell others about it.

The registration fee is four dollars. It entitles a student to attend classes during the term, to attend festivals where free food and drink (nonalcoholic) are served, and to see movies for fifty cents. Other E.S.P. services include photo ID's for \$2.00 and room use cards for MIT libraries.

In general, the Education Studies Program provides a place for people with similar interests to meet each other and exchange ideas. The main asset of the program is the ability to draw people from separated areas around Boston into a central place. That central place is MIT.

LAURENCE YOUNG

Attempted Humor

A communist leader having died and reached his eventual destination, was surprised to observe two gates. One was labeled "Communist Hell," the other "Capitalist Hell."

Approaching the devil who served as registration clerk, he said, "Pardon me, but I am new here. How does a sinner suffer in Communist Hell?"

Without looking up the devil replied, "He's roasted on a spit over burning coals."

"And in Capitalist Hell?"

"Oh, they too are roasted on a spit over burning coals."

"Ah," said the sinner. "But if there is no difference in punishment, why do I observe so many trying to get into Community Hell, while the Capitalist Hell is practically deserted?"

"Who said there's no difference?" inquired the devil. "In Communist Hell one week there's no delivery of coal. Another week the furnace is out of order. Next week the coal handler is drunk. So, believe me, comrade, Communist Hell is much better!"

The visitor to the trading post on the lake asked the clerk about the weather for the next day. The clerk shook his head. Just then an Ojibway Indian, an odd-job worker about the place, entered the post. His answer was immediate: "Going to rain - much." And so it did.

The next day the visitor was again at the post, eager for an expert on the weather. Fortunately, the Indian who heard the voices of nature was also present. This time he said the weather was to be clear and cool. Again the forecast was correct.

The third morning the query was repeated. The Indian smiled: "Dunno. Didn't hear radio today."

Worrying can only make you ill. If you're ill, you have two things to worry about. You will either live or you will die. If you live you have nothing to worry about. If you die you have two things to worry about. You will either go to heaven or you will go to hell. If you go to heaven, you have nothing to worry about. If you go to hell, you will probably be so busy talking with your friends you won't have time to worry.

in Transition (cont.)

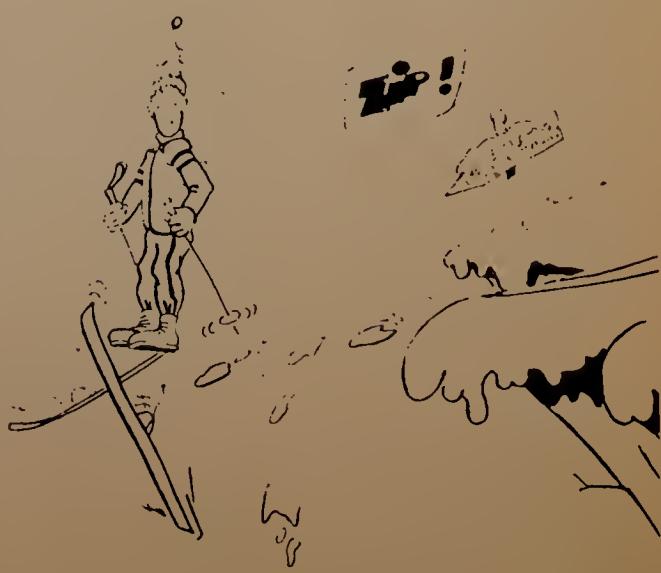
society and still preserve its traditional ideals and purpose? It is time to reexamine, to define once again educational principles consistent with the school's fundamental, and as of now, vague philosophy and with the educational needs of future television babies. The purpose of education is to inform and stimulate the intellect, to pass on the collected knowledge and experience of mankind. The range and possibilities of this task are great beyond comprehension. Latin must, and indeed to some extent has, acknowledged the problems inherent in this complexity and must establish a definite theory for meeting them.

Latin School is in transition. It soon will be evident if the institution will become an anachronism, an urban derelict, or a vital, inspired leader.

Ski Club

For the past few years the ski club has been somewhat inactive. The club took a few trips, but not as many as we would have liked. The reason has evolved around the lack of membership and the lack of snow. Although many students join the club, few members have been going on the trips. Because of this the club has not been able to raise enough money for a bus. These factors along with the snow drought have brought heartbreak to the skier. This year all the skiers have their fingers crossed and have one thought on their minds... Think Snow!

What IS
MARIHUANA
?



The Radio Club

Radio Club

By John Brennan

The voice of the Boston Latin School is being heard around the world lately, courtesy of the Boston Latin School Radio Club. The Radio Club now reports that it is back on the shortwaves.

Three years ago, the Boston Latin Radio Club seemed to be dying. Their main transmitter broke down, the main receiver was stolen, and their auxiliary receiver was without a power supply. As membership dwindled, the club reorganized itself. The club managed to raise some money, but a substantial sum was still needed to buy a new set. The Loyalty Fund was called upon to fill the need. A Heathkit HW-16 transceiver was purchased, and assembled by 1971's President, Paul McDonald. The club then managed to obtain its own Radio Room. (The old Radio Room had been taken over by the A.P. Physics lab.)

Despite these important steps, membership was still low. Last year, though, the club started a comprehensive program to increase membership. John Brennan assumed the post of President, vacating his Vice Presidential post, as President Rick Stern left to work and later to participate in Flexible Campus. Brennan, and his Secretary, Steven Nickerson, with club Technical Advisor, Walter McDonough, began a membership drive that has now tripled the club's membership.

Many positive steps were made by the Radio Club last year. Several students obtained Ham licenses thru the club. A new club constitution was written by John Brennan, and the club's Station License was renewed. The club's call letters are 'W1TEM.'

The new transceiver was put to good use last year, too. The club contacted several stations in England, France, Belgium,



Sweden and Italy. Contacts were also established in New York, Mississippi, Nebraska and several other states.

The club's station can be seen in the Radio Room, opposite the Science Bookroom, during 'B' schedules and Wednesdays, after school.

The Radio Club is presently soliciting contributions from various Ham Radio organizations, most notably the Quannapowsett Radio Association. Dave Locke, a new member, is handling this

affair, and reports that the Radio Club has a fairly good chance of receiving some money or free equipment.

The Radio Club recently purchased an additional voice transmitter. This transmitter is a used 'Bandmaster, Senior,' originally produced by the Harvey-Wells company. The receiver will be the old Air Force BC-348 auxiliary receiver, which has a new power supply, or Dave Locke may lend one of his receivers to the station. This new set should provide many long distance contacts for W1TEM.

Bob Clarke, Walter McDonough, Steve Nickerson, Dave Locke and John Brennan, all Radio Hams, will be teaching beginner's and intermediate Ham Radio courses soon. The 'Novice' Ham Radio license test will be given free to all unlicensed members.

Membership in the Radio Club is open to everyone, in every class.

Despite this fact, the Radio Club is still not 'co-ed.' It is not too late to join the Radio Club. Anyone interested should attend a meeting, visit the Radio Room, or see John Brennan or Louis Spinnazola. Meetings are held every Wednesday in room 318 after school, and as mentioned before, the Radio Room is open every 'B' schedule.

The Radio Club is one of the most active and rapidly advancing clubs in the school. It hopes to continue to advance quickly and gain the esteem of the BLS student body in years to come.

The math team

five rounds, each one in a different branch of mathematics (usually some forms of arithmetic, algebra I, geometry, algebra II, and trigonometry). Each of the five competing members of the team must take three rounds each, and there must be three members from each team in each round. The competitor gets a sheet with three problems on it, which have been submitted by the math departments of various schools. He has ten minutes to do all of them. There is a one-pointer (easier), a two-pointer (so-so), and a three-pointer (harder). Thus a team can get a maximum of eighteen ($1 + 2 + 3 = 6; 6 \times 3 = 18$) points in a round, and each team member can get up to eighteen points for the day. Eighteen points in each of the five rounds make ninety, and a ten-point team round completes the hundred. The team round can consist of one, two or three problems. The five competitors work them out together, and hand in one answer sheet.

This year's team consists of seniors John Gulinello, Gerry Stanley, and Dave Koretz; juniors Ken Yee, Jeff Goodman, and Jack Hazerjian; and sophomores Tom Girnius and Larry McPherson. The team captain is John Gulinello. Many thanks should go to our advisors, Mr. Durante and Mr. High in the state invitational.

Each regular-season meet (they are held in October, December, February and March) consists of Best Wishes for another successful year! By Dave Koretz

Music Corner

By Mike DiCarlo

"Ringo"
Ringo Starr
Apple Swal 3413

You know, I could tell you this record is great and the people's crusade would be coming up to me and saying, "DiCarlo, you don't know what you're talking about," which I have to admit is partially true. Though the record is just short of a masterpiece, many feel it has fallen into the proverbial "pop" rut. Now, if you like your drinks straight, I fear you're in the wrong neighborhood (unless that drink is coke) but if you want to sit down and drink a good mixture, I've the answer for you. Ringo incorporates his three former sidekicks and some of the biggest names this side of the international date line. All the songs fit into one of three categories: straight forward rockers, slow moving rollers, or "git out your guitt-fiddle" and clap your hands.

"I'm the Greatest" is John Lennon's contribution and tribute to Ringo as the keeper of the peace. It's the only song where three of the Beatles get together and release the magic that made them famous. It is unquestionably the strongest song of the album. "Photograph" never appealed to me as a likely single though the Bobby Keyes sax solo and orchestral arrangement by Jack Nitche are works of art. Slick back your hair and grab Betty Sue

for the nostalgic "You're Sixteen," another strong song, with Harry Nilsson's "doo-wapping" background. "Oh My My" is a tight "soty" rocker with yet another superstar leading the way, Billy Preston. "Step Lightly" is possibly the weakest cut on the album and that comment puts me on the trading block. It features Ringo's talented toes tapdancing across the floor somewhat like "Legs" Larry Smith of "Honky Chateau" fame.

"You and Me (Babe)" is where Ringo lets out his penchant for perhaps a possible reunion. George Harrison's electric guitar is particularly strong here, playing his meanest licks since the great Beatle divorce. "Six O'Clock" lacks something, I'm not really sure what yet, but missing is the pomp and vigor of a Paul McCartney song. It has the type of charm that the Canadian National Anthem has.

"Full Sail"
Loggins and Messina
Columbia KC-32540

But if this is the L&M feeling, show us your Larks. There's no more Double Play connection except for the single "My Music."

Best cuts: "Lahaina" — reggae at its finest; "My Music" — solid rock and roll, good harmony; "Pathway to Glory" — Jim Messina at his best.

"Brain Salad Surgery"
Emerson, Lake and Palmer
Manticore MS-66669

Keith Emerson shows here why

he is considered the best keyboard maestro around. The album is not as strong as say "Tarkus" but it has very redeeming facets.

Best cuts: "Toccata" — brilliant adaptation of Ginastera's masterpiece; "Kairn Evil 9" — 1st impression — "See the show

Quadrophenia

The Who come through once again with another great album. This pair of LPs deals with the mod scene back in the 60s. Jimmy, a punk with a stutter and a GS motorscooter is the main character of the story. On the first cut, "I Am The Sea," we find Jimmy stuck on a rock in the middle of the sea. His life begins to flash in front of his eyes. He sees himself as four characters: a tough guy (a helpless dancer), a romantic (is it me for a moment?), a lunatic (the bell boy), and a beggar (love reign over me). Each character is reflected by a member of the Who. It seems to have all started with Jimmy's parents. His father called him a schizophrenic and his mother called him a nut. He tried to make things alright at home. He bought a GS scooter, cut his hair, cleaned his suit and went to a psychiatrist. Everything was going fine until his return from a Mod and Rockers riot in Brighton. After having a row with his parents, Jimmy moved out, quit school and got a job as a dustman. Then he

discovered that his girl had given him up for his best friend. In his depression he cracked up his motorscooter, downed some leapers and took a train to Brighton. He then pinched a boat and headed out to a rock in the sea, drinking his gin and singing to the tune of the engine. Arriving in a downpour, he stepped onto the rock and started coming down from the pills. Meanwhile the boat drifted away and he was stuck in the middle of nowhere.

Written entirely by Pete Townshend, Jimmy is seen through Townshend's eyes.

Although Jimmy is not supposed to relate to any living person, I think his boyhood is somewhat related to that of Townshend's. Compared to "Tommy," the concept behind the story of Jimmy falls a little short of what we expected. As one listens to the records the story becomes clear, but the meaning is difficult to grasp. Musically, Quadrophenia sounds like one of the finest rock and roll records ever produced. Townshend's rhythm, synthesizer and leads, interwoven with Entwistle's bass and Moon's drumming, produce a type of music unlike previous Who records. Although the music is loud, as always, Daltrey's vocals stand out with force and clarity. Quadrophenia is an album of the past and the future. The story tells of the past while the music is projected forward. It is hard to believe how three musicians and a singer could produce such a major musical masterpiece.

By Robert Krauss

In light of the energy shortage, I surveyed several people from all classes about the subject. They told me their reaction to a possible month-long winter vacation combined with the probability of attending classes in the summer. Here are some of their reactions:

Class VI — My family is going to California right after school ends. I won't miss that for a few weeks of school.

Class V — I really don't give a (damn).

Class IV — I don't like the idea, but it seems that we are heading that way.

Class III — I wouldn't mind it as long as there still was summer school.

Class II — I probably wouldn't make the time up; marks would have closed anyway.

Class I — Who cares???

Congratulations to the people who's efforts made this paper possible.

Cross Country

Monotonous and frustrating as the sport can be, as austere and esoteric its rewards, as severe its demands, for many cross country remains a profound, enjoyable experience.

The sport is simple, there are few rules, few complications, no violence. It is strictly amateur. The cross country season lasts from late September to early November, during which time the All American, Magnificent, opulent, over-publicized football world is just beginning to spin. Cross country is a participant sport and only those in some way directly involved in a race can really enjoy watching one. Therefore, the public generally ignores cross country. For this and other reasons, autumn distance running seems quiet and private in contrast to popular sports. Of course, this lack of fanfare has disadvantages; yet it is essential to the sport, as crowds and media overkill is to professional sports.

The Latin School cross country program begins, unofficially, in August. Runners work out on their own. Hopefully, by the time training begins officially, veterans will be able to jog at least ten miles.

Practices are held at White Stadium. They are short but exhausting and repetitive. In the first two weeks, the team runs long distances, five to ten miles at a moderate pace. Thereafter we alternate distance workouts and speed intervals from a quarter of a mile to a full mile in later meets. The weather is most often too hot or cold, too windy or rainy for relatively comfortable running. Yet, whatever the weather, we run six days a week, either outdoors or, if necessary, around the school corridors.

The cross country athlete, as one who must jog, run or sprint through city streets and public parks in little more than his underwear, travelling miles on end, gets a cinematic view of his

surroundings. He runs cross country, cross city, wherever the route leads. He sees the world in clearer, calmer perspective than one ordinarily can from a playing field. On the latter, conditions are contrived to be dramatic and artistic. Cross country, however, is more subtle. Cross country lacks the danger and potential violence of auto racing, the martial intensity of football, the casual elegance of golf. Yet, while the race car's power and speed is awesome, the simple motion of runner going a fraction of the former's speed is graceful and proud. While much of the savagery in football is theatrical or terribly real, track competition is personal and physically harmless. While the golfer makes his leisurely way through lush links, the cross country runner slogs or stumbles, even runs along, natural paths.

Sport is more than entertainment or exercise, it is fantasy. Accomplished athletes are idolized as heroes. They personify virility (or womanly prowess) success and good fortune. They are gifted, extraordinary persons. The 'star' can do amazing, uncanny things with his talent. He is quicker, more coordinated, more certain of his capabilities than the ordinary man. His public exploits tend to be exaggerated and glorified, especially, as with Henry Aaron and O.J. Simpson, if they are record-breaking. The sports industry has established a cult of heroes and anti-heroes, filling the void which resulted from Hollywood's decline. Muhammed Ali, Bobby Orr, Johnny Bench, Abdul Jabbar, are a few of the millionaire super-stars.

Of course, cross country has produced no legends. The sport is obscure and will remain so. Part of the challenge of cross country is its realism. Runners must create their own illusions. The sport can be dull (or the opposite). They must make it exciting. If



Founders of the Latin School Cross Country Dynasty.

workouts seem like drudgery, the only if you can run faster and runner must remember their farther the next time. purpose. Long distance running Any healthy, whole person can tests one's mental agility and run. Any number of persons can indeed personality.

The sport is lonely; to feel the may participate in the meets. time, the mind goes off on an Boston Latin has, over the introspective tangent. This is not years, maintained a remarkably meditation, just disjointed, but good cross country program, patterned thought. And after each certainly the best of the public workout, one asks oneself, is schools. Each year Coach Irons running worthwhile, and answer, manages to collect a large squad.

This year, he and his assistant, Mr. Marr, coached Latin, English Technical, Roslindale, and Hyde Park; organized meets, obtained necessary equipment from a thrifty school system, and made the best out of over crowded facilities at White Stadium. The Latin squad, which had promise of being among the best in the school's history, lost varsity runners Fred Carey, Tom Madden,

Dave Higgins, and Co-Captains Bob Williams and Chris Moylan, to injuries. Some runners did stay healthy. Junior Steve Cunningham and Senior Neil Foley led the wolf pack team to a ten and four season, and to Latin's third consecutive city and Regimental championships. Cunningham tied the course record in the Regimental meet and placed 14th in the State Championships, a remarkable finish for a Boston Public School student.

Hopefully, the distance team will shake off their jinx and enjoy a successful indoor track season.

By Chris Moylan

Indoor Track



Swimming

After last year's undefeated (15-0) season the B.L.S. Swimming Team is looking forward to another successful year. The team has lost only one senior through graduation and most of the other swimmers have greatly improved so the outlook for a repetition of last year's performance is good.

The starting squad is led by senior captains Ricky Spry, Neil Costello, and Mark Raffauf. The seniors are well supported by a large number of underclassmen, including juniors Steve Santangelo and Chris Connors, sophomores Tony Butler, and John Suissa, and last year's youngest varsity letter recipient, Bernie Tully of Class V.

For the first time the team has a pool nearby available for practice. This pool, in the new English building, will also be used for home meets.

The team is again anticipating first place finishes in both the City and Greater Boston League championships, as well as good showings in the Eastern, State and New England Championships.

This Year's Track Team is Cunningham and Charles Peterson.

A new dimension has been added to the team this year in the form of four or five female runners. While as of yet the city has no track program for women, the co-eds have been working out regularly and hope to compete soon.

The total outlook for the season is good and could, perhaps, be even better with a few spectators on hand. All meets except the Regimentals take place at the Commonwealth Armory which is within walking distance of the school.

Despite such impediments as the unheated Armory with its concrete floor, or a puzzling absence of cheerleaders, "The team," as one member said, "looks forward to winning it all this year for ourselves and for Coach Irons."

ARGO
wishes good luck to
Fred Irons — Track
Mr. Powers — Swimming
Mr. Costello — Basketball
Mr. Coleman — Hockey

Latin — English

continued from page 1

Surprisingly, the Blue buckled down and took advantage of numerous Latin penalties to move deep into Wolfpack territory. Eventually, English drove in for the score and the two-point conversion. The half ended with the Wolves ahead only 14-8.

The Purple came out in the second half, regrouped and dominated the rest of the way. The exciting Earl McCreary brought the fans to their feet when he took a hand-off at this own 12-yard line and scooted down the right sideline, untouched, all the way into the end zone. Morelli's conversion made the score 21-8. Two Dan Puopulo td runs and two John Morelli extra-points, late in the game, completed the scoring.

The seniors, many of whom were participating in their final organized football game, played outstandingly. Quarterback Pat

Daly and 2-way lineman Bruce McKinnon were, deservedly, named co-winners of the Most Valuable Player award. Other seniors contributing to the victory were defensive backs Tim Fitzgerald, who intercepted two passes, and Fran Hickey, linemen Tom Flaherty, Mike MacAllister, Mike Conley, Frank Santisi, and Tom Quine, slotback Steve Mahoney, the hero of his first Turkey Day game two years ago, and kicker John "The Toe" Morelli.

But by far the brightest spot for the Purple in the English game and over the course of the season was the surprisingly effective play of the inexperienced juniors, Earl McCreary, Frank DeLuca, John MacDonald, Fred Rihbany, Gene Carroll, and Ray Vaughan formed the nucleus of the team while other juniors Chris Connors, Dan Puopulo, Shawn Fitzgerald, and Tom Yotts played well when they were needed. Coach Costello and his staff used the talent available wisely and rebuilt the Wolfpack into a potentially championship team in '74.

The seniors, many of whom were participating in their final organized football game, played outstandingly. Quarterback Pat

Answers:

1) d, 2) b, 3) b, 4) e, 5)

By Walter Panovs